

WOODLAND ELEMENTARY

1730 Gibb Shoals Rd.
Greer, SC 29650

GRADES K-5 Elementary School

ENROLLMENT 806 Students

PRINCIPAL Wanda G. Mote 864-848-2344

SUPERINTENDENT Dr. Phinnize J. Fisher 864-241-3456

BOARD CHAIR Tommie Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
15	8	1	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Average	Good	N/A
2003	Good	Below Average	No
2004	Good	Unsatisfactory	Yes

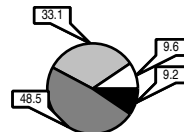
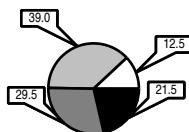
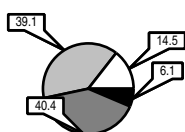
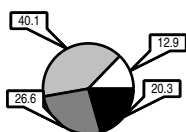
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

65.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	412	99.5	14.5	39.1	40.4	6.1	58.1	Yes	Yes
Gender									
Male	218	99.1	17.6	44.1	35.3	2.9	51.0		
Female	194	100.0	11.1	33.7	45.8	9.5	65.8		
Racial/Ethnic Group									
White	314	99.7	8.5	39.9	44.8	6.9	65.4	Yes	Yes
African-American	54	98.2	44.9	38.8	12.2	4.1	22.4	Yes	Yes
Asian/Pacific Islanders	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	33	100.0	32.1	32.1	35.7	0.0	35.7	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	332	100.0	7.2	39.4	46.6	6.9	65.9		
Disabled	80	97.5	45.9	37.8	13.5	2.7	24.3	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	412	99.5	14.5	39.1	40.4	6.1	58.1		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	407	99.5	13.9	39.1	40.9	6.2	58.9		
Socio-Economic Status									
Subsidized meals	95	99.0	34.1	40.9	22.7	2.3	35.2	Yes	Yes
Full-pay meals	317	99.7	8.8	38.6	45.4	7.2	64.7		

Mathematics - State Performance Objective = 15.5%									
All Students	412	99.5	12.9	40.1	26.6	20.3	63.2	Yes	Yes
Gender									
Male	218	99.1	13.7	41.2	27.5	17.6	60.3		
Female	194	100.0	12.1	38.9	25.8	23.2	66.3		
Racial/Ethnic Group									
White	314	99.7	8.8	36.9	30.7	23.5	70.3	Yes	Yes
African-American	54	98.2	32.7	59.2	2.0	6.1	22.4	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	33	100.0	28.6	46.4	21.4	3.6	46.4	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	332	100.0	7.2	40.3	29.7	22.8	70.3		
Disabled	80	97.5	37.8	39.2	13.5	9.5	32.4	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	412	99.5	12.9	40.1	26.6	20.3	63.2		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	407	99.5	12.6	40.1	26.7	20.6	63.8		
Socio-Economic Status									
Subsidized meals	95	99.0	31.8	44.3	19.3	4.5	38.6	Yes	Yes
Full-pay meals	317	99.7	7.5	38.9	28.8	24.8	70.3		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	143	97.9	14.6	26.8	51.2	7.3	58.5
	Grade 4	132	100.0	23.6	39.0	36.6	0.8	37.4
	Grade 5	83	98.8	25.4	43.7	31.0	N/A	31.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	119	100.0	12.0	20.5	52.1	15.4	67.5
	Grade 4	152	99.3	18.9	40.5	37.8	2.7	40.5
	Grade 5	141	99.3	13.1	53.3	32.1	1.5	33.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	143	100.0	11.2	47.2	24.8	16.8	41.6
	Grade 4	132	100.0	13.0	35.8	26.0	25.2	51.2
	Grade 5	83	100.0	15.3	51.4	26.4	6.9	33.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	119	100.0	12.8	35.9	29.1	22.2	51.3
	Grade 4	152	99.3	14.9	41.2	25.7	18.2	43.9
	Grade 5	141	99.3	11.7	43.1	24.8	20.4	45.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 806)				
First graders who attended full-day kindergarten	100.0%	N/C	98.5%	100.0%
Retention rate	3.2%	No change	1.8%	2.7%
Attendance rate	97.0%	Up from 96.8%	97.0%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.2%		2.3%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	2.9%		2.8%	3.5%
Eligible for gifted and talented	23.7%	Down from 24.2%	26.4%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.4%	No change	6.6%	8.2%
Older than usual for grade	0.6%	Up from 0.4%	0.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 45)				
Teachers with advanced degrees	53.3%	Up from 50.0%	59.8%	51.4%
Continuing contract teachers	75.6%	Down from 78.6%	87.7%	87.5%
Highly qualified teachers**	97.6%	N/A	95.2%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	88.6%	Up from 88.4%	88.6%	86.7%
Teacher attendance rate	96.0%	Down from 99.0%	95.7%	94.9%
Average teacher salary	\$40,268	Down 1.6%	\$42,680	\$40,760
Prof. development days/teacher	8.5 days	Up from 8.0 days	12.4 days	12.4 days

School

Principal's years at school	7.0	Up from 6.0	6.8	4.0
Student-teacher ratio in core subjects	20.9 to 1	Up from 19.2 to 1	20.4 to 1	18.9 to 1
Prime instructional time	92.3%	Down from 95.2%	91.3%	90.0%
Dollars spent per pupil*	\$4,944	Down 2.3%	\$6,021	\$6,044
Percent of expenditures for teacher salaries*	66.5%	Down from 67.0%	67.5%	65.9%
Opportunities in the arts	Good	Down from Excellent	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.2%	92.0%
Highly qualified teachers in high poverty schools**	93.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Woodland Elementary School serves 810 students in grades K-5 from various cultural backgrounds. Teachers use a variety of instructional materials and strategies to meet the individual needs of each child. By ensuring that our teachers are highly qualified, maintaining high expectations for all children, and incorporating "Best Practices" throughout the curriculum, our students are and will be better prepared to succeed in a challenging academic environment and compete in our rapidly changing world.

This year our focus on educational improvement included: "Raising the bar" for all students by increasing academic rigor throughout the curriculum; expanding and strengthening our Character Education Program through a partnership with Chic-fil-a; providing and participating in a variety of community related service learning opportunities throughout the year; adding Larson's Math and the STAR Reader program to our curriculum to strengthen skills and broaden students' ability to access, utilize, and apply technology; and by providing a series of 4 Parenting Workshops in association with the National Network of Partnership Schools through Johns Hopkins University. Additionally, we provided "Morning Master Minds" - an early morning tutorial program for students needing extra assistance; we also continued the tutorial partnership program with Riverside High School - "Side Kicks" - to provide assistance to targeted students. We began a mentoring program manned by our fathers, Watch D.O.G.S. (Dads of Great Students), and created an in-school book publishing center K.A.A.T, Kids Are Authors, Too, that extends the writing process to feature students as published authors. Teachers also assisted students in setting, writing, and attaining meaningful goals, and we aligned our staff development opportunities for teachers with school-wide goals to strengthen our knowledge and skills necessary to increase student achievement for all students. Our SIC created and sponsored a homework club providing encouragement and rewards for completion of homework assignments. Two "Good News" postcards per teacher were mailed each week to parents acknowledging and celebrating student successes. We are proud to note that more parents became directly involved at school this year, assisting in a variety of ways. Thanks to the dedication of our PTA, our volunteer program was strengthened and expanded and earned Woodland the National PTA Parent Involvement School of Excellence Award for the first time.

We are proud of the progress we have made and are appreciative to the many parents and community volunteers that continue to support our program and efforts. The challenges that continue to face us require the combined efforts of all those who are dedicated to the success of every student at Woodland. Closing the achievement gap that exists in our school and knowing that every child is achieving to his or her greatest potential remains our top priority.

Wanda Mote, Principal
Judy Castleberry, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	33	126	92
Percent satisfied with learning environment	90.9%	95.2%	83.0%
Percent satisfied with social and physical environment	96.8%	87.2%	88.9%
Percent satisfied with home-school relations	100.0%	93.7%	76.9%

*Only students at the highest elementary school grade level at this school and their parents were included.